

**DEVELOPING TEACHING MATERIAL OF VOCABULARY TO  
SUPPORT READING SKILL THROUGH “HYPONYM GAMES”  
(Research and Development in Second Grade Students of SMP Negeri 3  
Sentolo in Academic Year 2016/2017)**

**Rifki Lutfi Purnamasari**

**Email: [Lutfi.Rifki96@gmail.com](mailto:Lutfi.Rifki96@gmail.com)**

**ABSTRACT**

Purnamasari, Rifki Lutfi. 2017. Developing Teaching Material of Vocabulary to Support Reading Skill Through “Hyponym Games”. Yogyakarta: English Language Education Study Program of Teacher Training and Education Faculty. University of PGRI Yogyakarta.

Vocabulary is a collection of words that are used to create a new sentence. It has to be learnt and understood by students because it is a center of language. In fact, there is not teaching material that is appropriate for students in learning vocabulary. Thus, students feel difficult to learn and enrich vocabulary. The effect is students have low motivation to read English book because they have limited vocabulary. So, this research aimed to develop teaching material of vocabulary through hyponymy game to support reading skill in SMP 3 Sentolo eight grade.

This research was research and development that uses Borg and Gall (1983). The steps of research and development are collecting research and information, planning, developing preliminary form of product, testing preliminary field, revising main product, testing main field, operational product revision, operational field testing, final product revision, dissemination and implementation. The researcher eliminated final product revision and dissemination and implementation product. It is because of limited time, spend a lot of money, and need wide population. Validation of teaching material by media experts, material experts, and English teacher SMP 3 Sentolo eight grade in class D. Data collection this research was observation and interview. Data analysis used qualitative and quantitative.

The result showed that develop teaching material of vocabulary through hyponymy game to support reading skill used Borg and Gall was feasibility for students of SMP N 3 Sentolo eight grade in class D. The level of feasibility the teaching material was: 1) Material expert obtained a score 4.30 which includes in category “very good”. 2) Media expert obtained a score 3.73 includes in category “good”. 3) English teacher invented a score 3.65 which in category “good”. Total score this teaching material was 3.89 in category “good”.

**Keywords:** *Vocabulary. Research and Development. Feasibility*

## ABSTRAK

Purnamasari, Rifki Lutfi. 2017. Developing Teaching Material of Vocabulary to Support Reading Skill Through “Hyponym Games”. Yogyakarta: English Language Education Study Program of Teacher Training and Education Faculty. University of PGRI Yogyakarta.

Kosa kata adalah kumpulan dari kata yang digunakan untuk membuat kalimat baru. Itu harus dipelajari dan dipahami oleh siswa karena pusat dari bahasa. Faktanya, tidak ada modul yang sesuai untuk siswa dalam pembelajaran vocabulary. Maka, siswa merasa kesulitan untuk mempelajari dan memperbanyak kosakata. Efeknya adalah siswa mempunyai motivasi yang rendah untuk membaca buku berbahasa Inggris karena mempunyai kosa kata yang terbatas. Jadi, penelitian ini bertujuan untuk mengembangkan modul dari vocabulary untuk mendukung kemampuan membaca siswa menggunakan “Hyponymy” di SMP Negeri 3 Sentolo ditingkat kelas delapan (VIII).

Penelitian ini menggunakan metode Research and Development dari Borg and Gall (1983). Tahap-tahapnya terdiri dari pengumpulan penelitian dan informasi, perencanaan, pengembangan produk awal, tahap awal percobaan, perbaikan produk, percobaan utama produk, cara kerja perbaikan produk, cara kerja percobaan produk, perbaikan akhir produk, publikasi. Peneliti mengeliminasi perbaikan akhir produk dan publikasi karena terbatas waktu, terbatas biaya, dan membutuhkan populasi yang lebih banyak. Validasi dilakukan oleh ahli media, ahli materi, dan guru bahasa Inggris SMP Negeri 3 Sentolo pada kelas VIII di kelas D. Pengumpulan data menggunakan observasi dan wawancara. Analisis data menggunakan kualitatif dan kuantitatif.

Hasil dari penelitian ini menunjukkan bahwa modul dari vocabulary menggunakan “Hyponymy game” untuk mendukung kemampuan membaca siswa dapat digunakan untuk siswa dari SMP Negeri 3 Sentolo pada tingkat kelas VIII di kelas D. Tingkatan kelayakan dari modul adalah 1) ahli materi 4.30 termasuk dalam kategori “Baik”. 2) ahli media 3.73 termasuk dalam kategori “Baik” dan 3) guru bahasa Inggris 3.65 termasuk dalam kategori “Baik”. Total nilai dari modul tersebut adalah 3.65 termasuk dalam kategori “Baik”.

Kata kunci: Kosakata. Penelitian dan Pengembangan. Kelayakan

## **I. Introduction**

### **Background of the Research**

Vocabulary is a collection of words that are used to create a new sentence. It has to be learnt and understood by students because it is a center of language. A rich vocabulary is significant for students in order to comprehend what is reading. However, if they have limited vocabulary, it will be difficult to show the idea that they have in mind.

When we learn vocabulary, we cannot get the word so faster or so easier, especially for second language learner. According to (Schmitt, 2000:4) the mechanics of vocabulary learning are still something of a mystery, but one thing we can be sure of is that words are not instantaneously acquired, at least not for adult second language learners.

In fact, the students did not interest to read English text and there is no teaching material that is appropriate for students in learning vocabulary. Thus, students feel difficult to learn and enrich vocabulary because teaching material has less exercises and activities.

So, the researcher develop the teaching material of vocabulary to support reading skill the students.

Moreover, they can answer the questions about similar meaning and have teaching material appropriate to learn vocabulary. Therefore, students

and teacher will be successful in learning and teaching vocabulary using teaching material that is appropriate with learning vocabulary and students need to support reading skill.

The researcher applies hyponym game to develop teaching material of vocabulary. Hyponym is like synonym. It is like word link by superordinate and subordinate, for example “animals” as a superordinate and “horse, mouse, cat, butterfly, and etc as a subordinate.

Thus, the researcher interested to conduct a research about developing teaching material of vocabulary to support reading skill through “Hyponymy games“ in SMP Negeri 3 Sentolo.

## **II. Theoretical Framework**

### **A. Vocabulary**

Vocabulary is collect of words or phrases that use to arrange the sentences. According to Jhon (2000:16-17), vocabulary knowledge involves knowing the meaning of words. Therefore, the purpose of a vocabulary is to find out whether the learners can match each word with synonym, a dictionary-type definition or an equivalent word in their own language.

### **B. Reading skill**

Reading skill is activity to comprehend contents, idea, and concepts of the text.

Nunan (2003:67) declares that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Good readers know what to do when they encounter difficulties. Fluent reading is defined as the ability to read at an appropriate rate which adequate comprehension.

### **C. Hyponymy**

Carter (1982: 21) says hyponymy is a relationship existing between specifics and general lexical items in that the meaning of the more general item. In short, hyponymy is a kind of asymmetrical synonymy; its basic organization is hierarchical. Tulips and roses are co-hyponymy, for example, and are linked by their common inclusion under a super-ordinate (or hyponym) flower in whose class they belong. The following chart may illustrate the nature of this relationship.

## **III. Methodology Research**

### **A. Research Type**

This research is classified as R & D (research and development). The researcher used Research and Development method to produce new product or develop the product. According to Borg and Gall in Sugiyono (2011:297), research and development is research method used to produce a particular product and test the effectiveness of the product.

### **B. The Subject of the Study**

The researcher was conducted in SMP Negeri 3 Sentolo. The subjects were students who were in second grade of SMP Negeri 3 Sentolo class VIII D and there were 30 students.

### **C. Research Design**

This research used instructional research and development by Borg and Gall (1983) in Wahyudi, Adip (2011). There are steps in this research i.e. Research and information collecting, planning,

develop preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, dissemination and implementation.

Based on research and development steps above, there are ten steps but in this research, researcher eliminated final product revision and dissemination and implementation product. It is because of limited time, spend a lot of money, and need wide population.

#### D. Data collection

Collect the data uses observation, interview and validation.

Observation to observe the teaching material, students characteristics, teaching and learning process. Interview to know the teacher experiences in teach English language in the class. Validation is to validate and to know the feasibility of teaching material.

#### E. Data analysis

This research using qualitative and

quantitative to analyzes data. Qualitative i.e. comments and suggestion by the media, material expert. Quantitative data using Likert scale to calculate validation score.

#### 1. Change qualitative assesment into quantitative use Likert scale

Qualitative Data	Score
Very Good	5
Good	4
Enough	3
Less	2
Very Less	1

Nugraha, marga fajar (2016 : 59)

#### 2. Mean

$$\Pi = \frac{\sum xi}{N}$$

Explanation:

$\Pi$  = Score

$\sum xi$  = Sum score

N = Sum value

Sudjana (1992 : 66)

#### 3. Change mean into qualitative data

$$RS = \frac{Rt - Rr}{M}$$

Explanation:

RS = scale

distantc

Rt = highest score

$R_r$  = lowest score  
 $M$  = total class  
 Loliancy, Evi (2009)

The result of score validation calculation finding the average score acquisition. Then, converted the quantitative data into qualitative data based on criteria table score above.

#### IV. FINDING AND DISCUSSIONS

##### A. Finding

##### 1. Need Analysis

Need analysis is the first step in research to develop teaching material of vocabulary to support reading skill through hyponymy games. The researcher conducted need analysis by observing and interviewing English teacher in eighth grade of SMP Negeri 3 Sentolo. Observation and interview were held on February 2017.

##### 2. The result of Developing Product

##### a. Collecting research and information

Research and information collecting was the first step that should be done by researcher in order to find out the

students' need. Researcher conducted the observation on February 2017. The observation consisted of students characteristics, teaching materials, reading abilities, students vocabulary, and English learning process.

##### b. Planning

Researcher did some steps in planning i.e. first, design a cover of the teaching material. Second, arrange a mapping concept. Third, develop a mapping of learning material. The mapping material based on standard competence on syllabus. Fourth, create design of contents. Finally, arrange final assessment to evaluate students learning process.

##### c. Developing Preliminary Form of Product

Develop preliminary form of product was first attempted in this research. The researcher

developed teaching material based on comments and suggestion from the experts.

**d. Testing**

**Preliminary Field**

It was first assessment of the teaching material to the students. Testing preliminary field used small scale. The results were students felt confused how to play hyponymy games, the students did not get vocabulary from the teaching material and the students were difficult to understand the teaching material.

**e. Revising Main Product**

After preliminary field step, reseracher revised the teaching material based on questionnaires, comments and suggestions by respondents. The researcher revised the teaching material before main field testing.

**f. Testing Main Field Main**

The researcher used a large scale

to assess the teaching material in main field. Researcher revised the teaching material in detail. The result of main field testing i.e. students felt that the teaching material more interesting after revising,

**g. Revising Operational Product**

Operational product was last step to revise the product before validation. This step was finishing the product. So, it needed a long time to revise the teaching material.

**h. Testing Operational Field**

Operational field testing was last step in this research. This step was validation of the teaching material by the experts. The result of validation will determine feasibility of the teaching material.

**B. Discussions**

The result of analysis data from validator  
There are the results of analysis data in teaching material.

- a. Changing assessments from qualitative into quantitative using Likert scale.

Category	Score
Very good	5
Good	4
Enough	3
Less	2
Very less	1

Table 4.5 Likert Scale

- b. Counting score using mean formula:

$$\bar{X} = \sum x / N$$

There were score from the experts and English teacher in eight grade:

- 1)  $(4 \times 17) + (3 \times 6) = 68 + 18 = 86 : 23 = 3,73$
- 2)  $(5 \times 7) + (4 \times 16) = 35 + 64 = 99 : 23 = 4.30$
- 3)  $(4 \times 15) + (3 \times 8) = 60 + 24 = 84 : 23 = 3.65$

- c. Changing mean score into qualitative assessment

$$\begin{aligned}
 RT &= \frac{Rt - Rr}{M} \\
 &= \frac{(5-1)}{5} \\
 &= \frac{4}{5} \\
 &= 0.8
 \end{aligned}$$

This table explained the distance scale based on the score above:

Category	Distance Scale
Very Good	$X > 4$
Good	$3.2 < x \leq 4$
Enough	$2.4 < x \leq 3.2$
Less	$1.6 < x \leq 2.4$
Very Less	$0.8 < x \leq 1.6$

Table 4.6 Distance scale

Based on the result of validation from the experts, this teaching material got score “4.08” means it is in “good” category. The result of validation is 3.89 includes of “Good” category.

## V. CONCLUSIONS AND SUGGESTIONS

### A. Conclusions

According to the description in chapter I, II, III that the writer infer and the result of validation from the experts and English teacher of SMP Negeri 3 Sentolo the teaching material was feasible to support reading skill through “hyponymy game” for students eight grade of SMP Negeri 3 Sentolo.

### B. Suggestions

Based on the conclusion, the writer would like to offer some suggestion to the participants as below:

1. The teacher
  - a. The teacher should creative and innovative to teach the teaching material.



- b. The researcher should improve hyponymy game. Especially, in group activities.
- 2. The students
  - a. The students must study hard to master vocabulary.
  - b. The students often read english book to develop their reading skill.
- 3. The other researcher  
The other researcher can use different media to create the teaching material.

## REFERENCES

- [1] Alderson. J, Charles. 2000. *Assessing Reading*. Edingburgh: Cambridge University Press
- [2] Armruster, Bonnie B and Osborn, Jean H. 2002.*Reading Instruction Assessment*.Boston: Allynand Bacon
- [3] Alfiyan Adi Putra. *Pengembangan Media Pembelajaran Matematika Dengan menggunakan MACROMEDIA FLASH 8 Berbasis Pendekatan Kontekstual*. 2016.
- Butler, Shari and friends. 2010. *A Riview of The Current Research on Vocabulary Instruction*. NRTAC.
- [6] Chaffin, Roger and Arnold Glass.1990.A *Comparison of Hyponymand Synonym Decisions*.Journal of Psycholinguistic.
- [7] Cushenbery, Donald C. 1985. *Improving Reading Skills in The Content Area*. Springfield: Thomas Books Symbol of Leadership.
- [8] Carter,Ronald.1982.*Vocabul ary Applied Linguistic Perspective*. London and New York: Routledge.
- [9] Darwin, Sudarman. 2010. *Media Komunikasi Pendidikan*. Jakarta: PT Bumi Aksara.
- [10] Lilis,Sulistyowati.2010.*The Effectiveness of Teaching Vocabulary Using Hyponymy Games*
- [11] Mariance pah.2016.*Pengembangan Media Pembelajaran Berbasis ICT Mengacu Kurikulum SD 2013*.
- [12] Nugraha, marga fajar.2016.*Pengambangan Media Pembelajaran dengan Menggunakan Permainan Edukatif Akutansi untuk Mata Pelajaran Akutansi Keuangan*.

- [13] Nunan, david.2003.*Practical at English language Teaching*.New York: McGraw Hill Contemporary.
- [14] Read,Jhon.2000.*Assesing Vocabulary*. United Kingdom: Cambridge University Press.
- [15] Sa'dun Akbar. 2013.*Instrumen Perangkat Pembelajaran*. Bandung: PT Remaja Rosdakarya.
- [16] Schmitt,Norbert.2000.*Vocabulay in Language Teaching*.United Kingdom: Cambridge University Press.
- [17] Sudjana.1992.*Metoda Statistika*.Bandung: Tarsito.
- [18] Sugiyono.2011.*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan Research and Development*.Bandung: Alfabeta
- [19] Trismiyati. *Developing English Supplementary Materials for Children At Panti Asuhan Aisyiyah Yogykarta*. 2013.
- [20] Wahyudi, Adip. 2011. "Model Penelitian Pengembangan Borg and Gall (1983), (online). (<http://adipwahyudi.blogspot.com/2011/01/model-penelitian-pengembangan-borg-and-gall.html>).diunduh 25 Juni 2016.